The Drew Acorn

DREW UNIVERSITY, MADISON, NEW JERSEY 07940

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STUDENTS FIGHT CANCER ON THE DANCE FLOOR

by Chris Tyler

University students held Drew's third annual dance marathon which began on Friday, April 11 at 8 p.m. and ended on Saturday, April 12 at midnight. According to the head organizers, the projection for this year's amount raised for the American Cancer Society is $4,000, as donations from sponsors are now being collected. In the first year, $6,000 was raised. This year's auction alone raised $400. Held in UC 107, 25 dancers finished the 28-hour marathon.

The event was broadcasted live on WMNJ while several DJ's each having a two-hour set, played much rock, disco, and 50's music. Radio listeners were asked to pledge donations. On Friday night, Janet Wagman, WMNJ Program Director, and DJ Danny Edelson held the set from 10 p.m. to 12 midnight. Danny Edelson commented, "I'm glad I'm doing my part for this marathon."

During the marathon, the scene held much fun and excitement. The dancers' schedule included 10-minute breaks every hour and half-hour breaks to stop for meals. Various contests were held and prizes awarded and some of the signs put up for the dancers were, "26 Dancers at 19 hours, Good Job!" "Keep on boppin!" and "Yes We Will Survive!"

Non-registered dancers were welcome on the dance floor for a 50¢ donation and many joined in. Over 400 viewers gathered to watch throughout the two days. On Saturday Tom Fyler, S.G.A. President, was one of them and he stated, "I don't know how they can do it, I have a lot of respect for these people." Of the attending helpers, Lou Fasull's job was "to keep the dancers going." Lou, Social Committee Chairperson, stated, "It's good seeing people do something for someone else, the American Cancer Society."

The planning for the third annual dance marathon began in February and was headed by senior co-ordinators Andrea Pappenheimer, Laura Becker, and Melissa Friedman and a Dance Marathon Committee. It is the second consecutive year that the three co-coordinators organized the event. Laura Becker stated that she would like the kids on the committee to keep up the tradition. Likewise Melissa Friedman stated, "We hope it will carry on next year."

Part of the dancing included "samba" lines and "soul train" lines. Popular songs were played continuously. One dancer replied that the marathon was "Good, Fun...Dynamite!" Throughout the time, the dancers went jogging a little to keep motivated; they had a Saturday morning sunrise jog. The marathon ended with a final count-down after "Last Dance," by Donna Summer was played followed by the theme to "Rocky." Melissa Friedman commented, "It was worth it! We're sorry to leave." Later on Laura Becker stated, "The spirit was amazing.!"

Busses For Protest March in Washington, D.C.

Friday, April 25, will mark the beginning of four days of protest against nuclear technology in Washington, D.C. sponsored by The Coalition for a Non-nuclear World. There will be busses to Washington, leaving Saturday, April 26, at 6:30 a.m. from the Post Office in Morristown and from Drew University, chartered by the Morris County Safe Energy Alternatives Alliance (SEA Alliance). The cost is twelve dollars, round-trip, and tickets may be obtained by calling 647-6841 or 770-0552.

The Coalition for a Non-nuclear World has been built through continued participation of local and regional anti-nuclear, peace and citizens' alliances from across the country.

The events planned include citizen lobbying on Friday, followed by religious services that evening; a massive march and rally on Saturday, with speakers Barry Commoner, Dr. Helen Caldicott, Dave Dellinger and Jeanine Honicker, among others. There will be music by Bonnie Raith, Holly Near, Pete Seeger, John Hall and others. Sunday will feature an alternative safe-energy fair and non-violence training. There will be a non-violent civil disobedience at the Pentagon on Monday.

ATTENTION!

Last week, approximately 23 cartons of expensive publicity materials was stolen from the Shakespeare Festival headquarters in Embassy Hall. If anyone recalls seeing a vehicle or suspicious person(s) in that vicinity, please contact Allison Chapman in the security office, ext. 379.

Do You Panic When Taking Exams?

Come to a test anxiety workshop — Choice of 2 days, Monday, April 21 or Tuesday, April 22 at 4:00 in the Counseling Center, 2nd floor, Sycamore Cottage.

The Drew Classroom

In Pursuit of Academic Integrity

This ACORN *contains the first of three articles in a series entitled* The Drew Classroom. *The first article,* in Pursuit of Academic Integrity, *examines some of the issues confronting American colleges and universities. The following two articles will relate these issues to the Drew experience and include observations and forecasts by students and teachers about Drew's "adventure in excellence."*

Scott Smith

Serious criticisms are being levelled at American colleges and universities. Respected educators say students and teachers are neither serious scholars nor intellectually inquisitive. Government and corporate activity, they say, has damaged educational values, causing increasingly specialized instruction to displace what formerly passed as an education. In the process the interdisciplinary nature of social problems and the development of the individual are neglected.

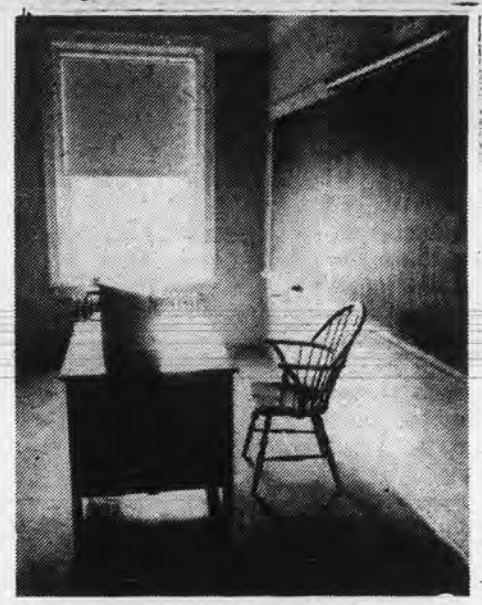
Most worrisome to many educators is what they perceive to be the destruction of the traditional values of education. These values were first associated in America with educators such as Mortimer Adler and Robert Maynard Hutchins, in the 1930's. They appear in Drew's statement of objectives, printed in the catalogue: "The development of a community of scholars; intellectual excellence; exposure to breadth of human knowledge; expansion of critical faculties," are among the values needed for individual self-improvement and society's benefit.

But without an understanding of traditional educational values students may go to school for other reasons. Rutgers University sociology professor Ralph Larkin, in his book *Suburban Youth and Culture,* says "most high school students go to college because, if they don't go, it is an admission of defeat. Our society realizes a high school degree is tantamount to a life of crappy jobs and fiscal insecurity. Students go to college," suggests Larkin, "because it seems less of a hassle than getting a job."

Though going to college may postpone vocational decisions for some students, the college experience has become *only* a means of improving vocational opportunity for many. John Sawhill, former president of New York University, puts the matter succinctly: "Higher education is viewed largely as a passport to the job market." The problem with this attitude, adds another educator, is "students, in their zeal to become employable, have cast aside the opportunity to become educated as well."

Sawhill and other educators believe the confusion of traditional and contemporary values has displaced the more important task of developing an intellectual atmosphere in the schools. "In becoming the handmaiden of successful career planning," says Sawhill, "higher education spurns the creative teaching and rigorous pursuit of knowledge."

Educators attribute the confusion of values to several causes. One is the changing relationships between universities, government, and corporations. Since the second world war "both the federal government and American corporations have turned to the university for basic and applied research . . ." says the former university president. "They encourage students to sacrifice broad courses of study in a variety of disciplines to the narrow pursuits



that guarantee them employment upon graduation.

"In the confrontation between the values of liberal education and the rewards of concentration, the liberal arts have lost, and lost badly," concludes Sawhill. Concentration, or what the Spanish philosopher Ortega y Gasset called "the barbarization of specialization." has eroded the school's ability to mold cultured, ethical, responsible citizens, or develop intellectually discriminating scholars, say some educators.

Beside the influence of government and business, students themselves have contributed to the decline of intellectual quality in the universities. Partly as a result of agitation in the 1960's, students have been relatively free to demand and take courses they feel are "relevant." The liberatarian atmosphere, says Sawhill, has not enhanced the educational experience. "By letting the student go his own way, the university has managed to protect and preserve his God-given right to remain ignorant. The search for

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